

NEW JERSEY

1999-2000
Guidelines and
Application

RECEIVED



BEST ORIGINAL PRACTICES

**Deadline for Application to County Office:
NOVEMBER 22, 1999**

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UNION COUNTY
SUPERINTENDENT OF SCHOOLS

Category	<u>LANGUAGE ARTS</u> (Application is limited to one category. See page 3 for details.)		
Practice Name	<u>ANTHOLOGIES, BIOGRAPHIES, AND ANECDOTES</u>		
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)	
County	<u>UNION</u>		
District (Proper Name)	<u>BERKELEY HEIGHTS PUBLIC SCHOOLS</u>		School District
District Address	<small>street/p. o. box</small> <u>345 PLAINFIELD AVENUE</u> <small>city</small> <u>BERKELEY HEIGHTS, N.J.</u> <u>07922</u> <small>zip code</small>		
District Telephone	<u>908-464-1718</u>	Fax <u>908-464-7673</u>	Email
Chief School Administrator	<u>DR. RICHARD G. BOZZA</u>		
Nominated School #1 (Proper Name)	<u>MOUNTAIN PARK SCHOOL</u>		
School Address	<small>street/p. o. box</small> <u>55 FAIRFAX DRIVE</u> <small>city</small> <u>BERKELEY HEIGHTS, N.J.</u> <u>07922</u> <small>zip code</small>		
School Telephone	<u>908-464-1713</u>	Fax <u>908-665-0969</u>	Email
School Principal	<u>MRS. CHRISTINA MAZEPA ZAUN</u>		
Program Developer(s)	<u>MRS. CAROL MAHONEY, MRS. BARBARA TRUBENBACH</u>		
Chief School Administrator's or Charter School Lead Person's Signature	<u>Richard G. Bozza</u>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY	
Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	County Superintendent's Signature <u>James R. [Signature]</u>

NEW JERSEY BEST PRACTICES 1999-2000 APPLICATION

Application Requirements:

- ◆ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keybarded on 8 1/2" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used.** (This sentence is in ten-point.)
- ◆ **KEYBARDED RESPONSES** to the statements below must be **no more than a total of three pages.** Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keybarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keybarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School <input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	Grade Levels 2-5 _____ _____ _____ _____	Practice Name <u>Anthologies,</u> <u>Biographies, and Anecdotes</u> Number of Schools with Practice <u>1</u> Number of Districts with Practice <u>0</u>

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input checked="" type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement <input type="checkbox"/> (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.
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DESCRIBE THE EDUCATIONAL NEEDS OF STUDENTS THIS PRACTICE ADDRESSES AND HOW THEY WERE IDENTIFIED. LIST THE CORE CURRICULUM INCLUDING THE CROSS-CONTENT WORKPLACE READINESS STANDARDS ADDRESSED BY THE PRACTICE AND DESCRIBE HOW THE PRACTICE ADDRESSES THE STANDARDS.

A need to incorporate language arts literacy skills in a creative and meaningful way served as the basis for creating this project. This was identified by the lack of projects that incorporated reading, writing, speaking, listening, and viewing. Furthermore, a project was sought that encompassed Howard Gardner's Multiple Intelligences.

The following New Jersey Core Curriculum Content Standards and Workplace Readiness Standards were addressed through the *Anthologies, Biographies, and Anecdotes* program:

Standard 3.1 ~ All students will speak for a variety of real purposes and audiences.

- The interviewing of another student and school personnel required the students to adjust their oral communication to the targeted audience and to alternate between the role of speaker and listener.
- Students chorally read poems and recited memorized poems.
- When sharing completed books, students explained the selection process for including certain poems or stories.
- Conventions of spoken English were used in the interview process of classmates and school personnel.
- Poems and stories were read aloud with meaning and emotion.

Standard 3.2 ~ All students will listen actively in a variety of situations to information from a variety of sources.

- Students gained an understanding and appreciation of language and communication by listening to various styles of poetry, writing, and music.
- Students listened for a variety of purposes: for enjoyment, to obtain important information, and to determine the emotion and feeling conveyed by the writer or musician.
- Listening strategies were developed and enhanced through the interview process that required rephrasing questions to get desired information, taking notes, and accurately recording what was said.
- Students followed oral directions for movement activities.

Standard 3.3 ~ All students will write in clear, concise, organized language that varies in content and form from different audiences and purposes.

- Speaking, listening, reading, and viewing various forms of poetry and writing exposed students to characteristics of good writing that could be applied to their own writing.
- Students wrote poems and short stories from experiences, thoughts, feelings, and observations.
- Students wrote biographies to record the experiences of a classmate and to inform others of the person's experiences. Poems were written for enjoyment. The articles in the yearbook recorded the events for the year.
- Students wrote collaboratively on the yearbook articles and independently on their poems and biographies.
- Similes and metaphors were used to describe the changes viewed in nature.
- The writing process was employed. Students conferenced with the teacher and peers when revising. Writing was edited before being published in the hard-covered books.
- Checklists and rubrics were used to assess written products that were maintained in a writing portfolio.

Standard 3.4 ~ All students will read a variety of materials and texts with comprehension and critical analysis.

- Students read and responded to poems and speculated as to the poet's purpose for writing the poem.
- Biographies were read for informational purposes.
- Poems from different cultures were read.
- Students determined inferential and literal meanings of poems.
- The poems read provided enabled students to connect the text to their own experiences and people in their lives.

Standard 3.5 ~ All students will view, understand and use nontextual visual information.

- Students evaluated the use of illustrations to support and supplement text.
- Students included illustrations in their books and KidPix presentation to support the text.

Workplace Readiness Standards

- Students used technology to create a KidPix presentation and for word processing.
- Problem solving skills were employed for the layout of the books.
- Short term and long term goals were set to accomplish the project. Students self monitored their use of time.
- Students worked cooperatively with others to gather information and write.
- Students provided constructive criticism to their peers while conferencing.
- Rubric assessment enabled the students to see the relationship between ability, effort, and achievement.

DESCRIBE THE PRACTICE PROPOSED FOR RECOGNITION, AND LIST ITS OBJECTIVES. DETAIL HOW THE PRACTICE IS INNOVATIVE, HOW IT PROMOTES HIGH STUDENT ACHIEVEMENT AND HOW IT CAN BE REPLICATED.

The practice proposed for recognition is entitled *Anthologies, Biographies, and Anecdotes*. Third grade students were given the enriching experience of creating meaningful language arts projects whereby they published three separate hard covered books: an anthology of poems, a biographical sketch, and a yearbook. The poetry book was an individual student's anthology of poems he/she has written throughout the course of the school year after having been exposed to the many different forms and styles of poetry. The biographical sketch was written by a student for another student. This entailed a series of interviews whereupon personal recollections, experiences, and memories were shared. The yearbook was a compilation of articles that described events that took place throughout the year. Because this project met with such success last year, the practice will be continued this year.

The following objectives were met through this language arts project:

- The learner will read, write, discuss, recite, and listen to different forms and styles of poetry.
- The learner will pattern his/her poetry after models presented.
- The learner will analyze illustrations that accompany text.
- The learner will observe and describe seasonal changes in his/her poetry.
- The learner will listen to music to describe emotions.
- The learner will improvise movement that describes emotions.
- The learner will appreciate written language through sharing.
- The learner will use all steps of the writing process.
- The learner will formulate questions and employ interviewing skills whereby personal recollections, experiences, and memories are shared with the interviewer.
- The learner will organize information by writing multi-paragraph pieces.
- The learner will evaluate writing pieces in his/her writing portfolio to select worthy pieces for publication.
- The learner will create visual representations of their writing through illustrations, clip art, photographs, etc.
- The learner will enhance public speaking skills through sharing completed works and reciting memorized poems.
- The learner will enhance presentation skills through KidPix slide presentations.

The practice is innovative in that it encompasses most of the Multiple Intelligences as students are engaged in reading, writing, listening, speaking, viewing, and sharing. The linguistic intelligence is surely enhanced through writing, sharing, interviewing and reciting activities such as a Poetry Picnic and Writer's Tea. The use of movement to music promotes the bodily kinesthetic and musical intelligences. Reflecting on one's past experiences and emotions contributes to the intrapersonal intelligence. The naturalist intelligence is heightened through nature walks to observe the beauty and changes in our world. Interviewing, communicating, and capturing another student's life experiences promotes interpersonal intelligence. The intelligence of spatial reasoning is addressed as students analyze, critique, and adjust their illustrations and layouts of their books. Creating a slide show in KidPix also enhances spatial reasoning as students make decisions about the format and layout of their slides.

High student achievement by all students is an expectation of this practice. The activities require students to work at higher levels of Bloom's Taxonomy. Students analyze different forms of poetry and compose their own poems. They evaluate their work and the work of others to make hard decisions as to what should be included in their books. Illustrations are critiqued and carefully selected to support written text. Emotions are elicited and applied to students' writing. Because motivation is inherent as students share and end with three hard-covered books, high student achievement is the end result. Furthermore, the project requires students to synthesize learned language arts skills to create three original works. Creative thinking is valued, encouraged, and appreciated.

In order to replicate this practice, one must share poetry of different styles and forms on a weekly basis. Have students write spontaneously and often through journal writing, responding to events in nature such as a surprise snowfall, or expressing the feelings certain music brings out. Study excellent models of poetry and identify and discuss the components that make them of such high quality. Incorporate the writing process into all written activities. Enable and encourage children to share their work and to listen and analyze the works of others. Teach students how to formulate questions for an interview and how to compile the information to create an interesting story. Maintain a list of activities to could be included in the yearbook and have students work in pairs to write stories about the events. Expose students to various illustrations and discuss how they support the text.

DOCUMENT THE ASSESSMENT MEASURES USED TO DETERMINE THE EXTENT TO WHICH THE OBJECTIVES OF THE PRACTICE HAVE BEEN MET.

The assessment measures used to determine the extent to which the objectives of the *Anthologies, Biographies, and Anecdotes* practice have been met were in the form of rubrics and checklists.

Checklists were used for students to monitor progress and completion of activities. Not completing a component of the project was unacceptable and not permitted. Students were successful in completing all components of the project.

Writing portfolio were maintained to assess growth over a period of time. Student progress was observed over the course of the school year. In addition, students critiqued their own writing pieces and the works of others.

Although the rubrics used last year were simplistic in form, it is our plan to enhance the assessment tools used by generating specific rubrics for the following activities:

- different forms of poetry ~ Each poem has certain requirements depending upon the style and form of poetry.
- interview
- biography
- autobiographical sketch
- KidPix presentation
- illustrations used to support text
- anthology of poetry

The rubrics will be created with student input. Upon analyzing various writing pieces, students will identify the components that make the piece exceptional. As a result, students will have the opportunity to self-assess their work based on the criteria set forth in the various rubrics generated. The criteria will include primarily content, mechanics, and appearance for the various activities encompassed in the practice. Different ratings will be used depending upon the nature of the activity.